



**Westfield Family of Schools**

**SEND Information Report (March 2017)**

**Brook House Junior School**

1	What kinds of special education needs are provided for?	Currently we provide for children with a diagnosis of Autism, Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), Social, Emotional and Mental Health Difficulties, General Learning difficulties, Speech, Language and Communication difficulties. We also have a number of children who are being assessed for additional needs but do not yet have a diagnosis.
2	How does the school identify children with special educational needs?	Every pupil has their progress closely monitored through regular pupil progress meetings and frequent consultations with parents. Through this, we are able to identify additional needs that a child may have and can seek out specialist assessments using the outside agencies that support our school e.g. Speech and Language Therapy Service, Educational Psychology Service, Autism Team etc. as appropriate to the child. Concerns from parents/teachers are discussed and recorded and the child monitored further by the SENCo/Inclusion Manager following the graduated response approach. Some children arrive at Brook House Junior school with their SEND needs already identified from their previous setting. SEND at Brook House Junior School is overseen by the SEND Team: Mr M Hinchliff (Head teacher), Miss Bielby (Deputy Head teacher), and Mrs Joel (Inclusion Manager) on Tel No: 0114 2487754.
3	How many children in the school have special educational needs?	Number of pupils currently on the SEN Register : Statemented = 1 Education Health and Care Plan (EHCP) = 1 SEND Support = 39 Total 41 Pupils * All statements are scheduled to change to an Education, Health and Care Plan (EHCP) over the next 3 years.
4	What are the arrangements for consulting parents of children with SEND and involving them in their child's education?	Parents/Carers of all pupils on SEN Support will be invited to attend 2 reviews per year (January/June) where we discuss with parents the progress their child has made against previous targets set and together set new targets. We strive to include parents view points and preferences when setting these targets. Also, the Inclusion Manager is available during 2 Parents Evenings (October/April) to discuss the progress of all pupils with SEND with Parents/Carers.



		<p>Pupils who have a Statement or EHCP will have these reviewed annually on the recommended dates from when they were first originated. We use One Page Profiles for some children, which include pupil's views on how they would like to be supported, as well as the things that are important to them. Please speak to your school's SENCo/Inclusion Manager if you feel that a One Page Profile may suit your child.</p> <p>All parents are welcome in school at any time to discuss their child. Further information about SEND is also shared through the Westfield Family of Schools website which parents can access at any time.</p>
5	What are the arrangements for consulting young people with SEND and involving them in their education?	<p>If required, we use Pupil Friendly IEP's throughout the Family of Schools which their parents also has a copy of. They know from this IEP what each person is going to do to support them to meet their targets, and what their own role is.</p> <p>Pupils' views are collected on the One Page Profiles if this is an appropriate tool for the child.</p>
6	What are the arrangements for assessing and reviewing children's progress towards outcomes?	<p>We follow the graduated response (as detailed in the SEND policy 2014) where we <b>assess, plan, do and review</b> the programme for each individual child, increasing or decreasing the SEND support as determined by their progress.</p>
7	How many children have met the exit criteria and no longer need this support?	<p>SEND is a very transient state; some children may need support for their entire time at Brook House Junior school. Some may make good progress so that their attainments are in line with their peers and no longer require SEND support. We liaise with parents, during reviews, to decide whether SEND is to be continued.</p>
8	What are the arrangements for supporting children in moving between phases of education and preparing for adulthood?	<p>Children that have been offered a place at our setting will be invited to attend on a few occasions before joining the setting.</p> <p>For pupils with SEND the SENCo/Inclusion Manager will endeavour to attend transitional reviews to gather as much information about the pupil as possible and will pass this information to all relevant school staff to help prepare for the pupil's needs.</p> <p>If appropriate, school staff will meet with outside agencies that are involved with the child. Pupils are prepared to move onto Secondary School following the Family of Schools transition programme, which can be amended to suit individuals and their SEND.</p> <p>Friendships groups are one of the things that are taken into account when setting up new class groupings but this is not the only criteria.</p>



9	What is the approach to teaching children with SEND?	<p>We strive to be as inclusive as possible at Brook House Junior school and treat each child as an individual, taking into account their specific and individual needs. Class teachers ensure that they plan their lessons carefully with activities that children with SEND can access. Differentiation, where the learning is adapted to meet every pupil's needs, can be done in a variety of ways. This includes providing an increased level of adult support, different learning activities, access to specific resources etc. and this is usually highlighted on the class teacher's planning. Some children with SEND receive learning through interventions and this can be ongoing or for a block of support.</p> <p>Class teachers are involved in the SEND reviews and feed their opinions into the targets set for each child.</p>
10	What adaptations are made to the curriculum and learning environment of children with SEND?	<p>The SENCo/Inclusion Manager and class teacher, together with parents, plan the education programme for a pupil with SEND, following the advice and recommendations from any supporting outside agencies. These programmes are overseen by the Head teacher/SLT. The programmes are closely monitored and updated as necessary.</p> <p>The school ensures that all lessons are appropriately differentiated so that the curriculum meets the needs of all pupils with SEND.</p> <p>We endeavour to make all reasonable adjustments to the school's routine to support our pupils with SEND. We can provide a range of activities to learners with SEND in addition to those available through the curriculum, e.g. booster interventions in literacy and numeracy.</p>
11	How does school ensure that staff has the relevant training to support children with SEND?	<p>The Westfield Family of Schools ensures that all staff has access to a variety of training over each school year and will share expertise through the Family of Schools when needed.</p> <p>The Family of Schools SENCo group plan this training around the changing needs of the children that we have in our schools. We invite specialists into schools to support and train staff on an ongoing basis and utilise information from parents about how they would like their child to be supported.</p>
12	How does the setting evaluate the effectiveness of its provision for learners with SEND and how often does it do this?	<p>Feedback is taken at SEND review meetings from parents/Carers.</p> <p>The SENCo management group that runs across the Family of Schools meets each half term to rigorously ensure that we are providing effective provision for our pupils with SEND. We follow the agreements that are in place in each school.</p>



		The Senior Leadership Team and Governors monitor performance through sub-committees and reports to set targets for performance.
13	How do you ensure learners with SEND are included in non-classroom based activities?	<p>Activities that are fully accessible to pupils with SEND are arranged in school so that every pupil with SEND can be included.</p> <p>Close consultation with parents when planning trips and activities is sought and school can assist pupils with SEND to access trips and activities in a variety of ways, e.g. providing additional adult support when necessary.</p>
14	What support is available for improving social and emotional development?	All children in school work on Social and Emotional Aspects of Learning (SEAL) during PPA. School assemblies also cover a broad range of aspects within this curriculum. In addition to this, school raises awareness through themed activities such as anti-bullying week, input for Y5 and Y6 children from the Child Line Charity, and Family of School events such as litter picks and cake sales for Children In Need. Where a child requires a higher level of support than this, school will plan a programme of support written around an individual child's needs.
15	How does the school involve other agencies in meeting children's SEN and supporting their families?	Each child's needs are managed on an individual basis, with school involving other agencies as and when appropriate. School has excellent links with a wide range of professionals including the Multi Agency Support Team (MAST) who offer a wide range of support to families. We involve other agencies in agreement with parents and in line with the graduated response.